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Harris, Larry A., Comp.

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ABSTRACT

Fifty-nine planning and operational grants related to reading were chosen for inclusion in this bibliography from "Pacesetters in Innovation, Fiscal Year 1968" in order to provide a complete listing of reading-related Title III (PACE) projects for 1968. Documents are listed by accession number. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. Included are such projects as library materials centers, remedial centers, neighborhood study centers, preschool and transition class programs, inservice education, computer assisted instruction, and programs for Mexican-American and Indian children. Complete ordering information for obtaining the documents in microfiche or hard copy from the ERIC Document Reproduction Service is included. The names and addresses of program directors are also listed after each abstract. (CM)

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Title III (PACE) Projects on Reading, 1968

Compiled by
Larry A. Harris
Indiana University

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March, 1969

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Title III (PACE) Projects on Reading, 1968 provides a listing of planning and operational grants related to reading approved during fiscal year 1968. Pacesetters in Innovation, Fiscal Year 1968 (OE-20103-68, $2.50)[1] was reviewed and documents related to reading selected for inclusion. The bibliography is a complete listing of all the reading-related PACE projects reported for 1968. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from the ERIC Document Reproduction Service in microfiche and hard copy reproductions.[2] Microfiche and hard copy prices are included with each document in the bibliography along with the ES number necessary for ordering. (Complete instructions for ordering document reproductions from EDRS are given on page 49 of this bibliography.)

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[1] The complete report Pacesetters in Innovation, Fiscal Year 1968 (OE-20103-68, $2.50), Vol. 3 is available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

[2] A microfiche (MF) is a 4" x 6" film card which contains up to 60 pages of text and must be read in a microfiche reader. Hard copy (HC) is a 6" x 8" reproduction, about 70 percent as large as the original text.

[3] The complete report Pacesetters in Innovation, Fiscal Year 1966 (OE-20103, $2.50), Vol. 1 is also available from the Superintendent of Documents.

[4] The complete report Pacesetters in Innovation, Fiscal Year 1967 (OE-20103-67, $2.50), Vol. 2 is available from the Superintendent of Documents.

1. ES 001 984 Operational
Identification, Diagnosis, Remediation-Sensorimotor Dysfunction.
Calif., Goleta, Union School District
Project Number DPSC-68-5127
EDRS Price MF-$0.50 HC-$3.52 86P.

Descriptors: *Kindergarten Children, *Multisensory Learning, *Neurologically Handicapped, *Perceptually Handicapped, *Psychomotor Skills, Perceptual Motor Learning.

A replicable model will be established for the identification and treatment of perceptually handicapped primary students in an urban/rural area. Emphasis will be placed upon developing prescriptive learning experiences, based on neurophysiological knowledge of sensorimotor development and function. The initial phase will include approximately 100 entering kindergartners who show significan deviations in the screening tests measuring apraxia, perception of spatial form and position, integration of the two sides of the body, visual figure-ground discrimination, tactile defensiveness, and auditory perception. Children diagnosed as being perceptually handicapped will be assigned to regular classes which will be designated as experimental or control classes. A 2-week summer workshop will be scheduled at a nearby university to sensitize teachers to the nature and problems of the perceptually handicapped child and to train teachers in using remediation procedures. In addition, inservice education meetings will be held onsite in districts, with a task force of teachers and related professional staff drawn from the participating districts. In succeeding years, the program will be extended to grades 1 and 2 and will include the same pupil population comprising the experimental and control kindergarten groups. Pre- and post-test scores will be evaluated to determine change in perceptual-motor dysfunction, reading, handwriting, arithmetic, self-concept, attitudes toward school, and acceptable school behavior among experimental and control-group children. Approximately 100 kindergartners will participate initially. For further information, contact Dr. Ian J. Crow, 33 Langlo Terrace, Santa Barbara, California 93105. (805) 962-9344. (DC)

2. ES 001 986 Operational
Project Clinic (Clinical Laboratory Innovations Necessary to Increase Children's Learning).
Calif., Sunnyvale, Elementary School District
Project Number DPSC-68-5351
EDRS Price MF-$0.50 HC-$2.68 65P.

Descriptors- *Grades 1-6, *Learning Laboratories, *Peer Teaching, *Potential Dropouts, *Self Concept, *Tutoring, Reading Skills, Teacher Aides, Underachievers.

New learning experiences will be designed for elementary students reflecting the potential dropout syndrome in an urban/suburban area. Emphasis will be placed upon--(1) improving the child's self-concept, (2) upgrading his basic skills, and (3) creating a sustained learning environment. The project plan will include three major components--(1) cross-age tutoring, utilizing children deficient in reading skill as supervised tutors for younger children, (2) differentiated teaching roles, adding a resource teacher and a teacher aide to establish a modified team-teaching approach, and (3) creation of a learning laboratory, offering a clinical approach to the remediation of learning disorders. Peer tutoring will initially involve 5th and 6th grade underachievers who will teach children in grades 1-4. The peer tutoring program should help all underachievers to (1) improve basic reading ability, (2) stimulate feelings of self-worth, and (3) develop an explicit understanding of causal behavior and of individual learning handicaps. Teachers will be sensitized to the causes of academic dysfunctions and will be encouraged toward greater utilization of nonprofessional aides in the classroom. The laboratory learning center will offer a program of diagnosis and treatment which will offer an atmosphere of openness, acceptance, relevance, and meaning for underachievers. Approximately 156 students, grades 1-6, will be served. For further information, contact Charlie S. Newton, 777 San Miguel Avenue, Sunnyvale, California 94088. (408) 739-9591. (DC)

3. ES 001 987 Operational
Multidisciplinary Approach to the Prevention of Reading and Language Problems.
Calif., Taft, City School District
Project Number DPSC-68-5428
EDRS Price MF-$0.50 HC-$4.20 103P.

Descriptors- *Grades 1-6, *Identification Tests, *Instructional Materials, *Language Skills, *Learning Difficulties, *Longitudinal Studies, Ayres, Early Childhood Education, Family Involvement, Frostig, Inservice Teacher Education, Peabody Language Development Kit, Perceptually Handicapped, Psychomotor Skills.

A multidisciplinary team will be formed to systematically identify primary school children with specific learning irregularities leading to reading and language problems. Preschool and kindergarten children will receive medical and educational diagnoses of their needs and characteristics by a team of specialists, and a planned sequence of reassessment procedures will be provided. Learning activities will be designed to use a child's major learning modality and provide gradual transition to the development of other modalities to facilitate learning. The interage special program will be flexible in its integration with the regular classroom program to allow for responsiveness to the unique specified needs of each student. The Peabody Language Development Kit will be used for the development of language skills. Instructional materials developed by Frostig and Ayres will also be used. The vision specialist will design and validate new materials to develop perceptual-motor skills, and the multidisciplinary team will devise other materials for language development skills. Inservice teacher education will be stressed. Family involvement procedures will be cooperatively developed. A longitudinal study will be established within the framework of a nonclinical school setting to follow children identified as educationally handicapped from age 4½ to age 18 and to determine continuing program effectiveness and need assessment for correction and improvement of tools, techniques, and procedures. Approximately 230 students, grades k-2 and preschool, will participate. For further information, contact Dr. Erwin Sasman, Office of County Superintendent of Schools, 1415 Truxtun, Bakersfield, California 93301. (805) 327-2111. (DC)

4. ES 001 999 Operational
AADS - Awakened Awareness and Development of Self.
Mass., Brockton, Public Schools
Project Number DPSC-68-5163
EDRS Price MF-$0.25 HC-$0.96 22P.

Descriptors- *Curriculum Development, *Electromechanical Aids, *Grades 7-12, *Potential Dropouts, *Reading Skills, *Social Studies, Interdisciplinary Approach, Low Achievers, Teacher Workshops, United Press International.

Teletype units will be introduced into the social studies curriculum of an urban high school. Emphasis will be placed upon providing self-involvement activities for junior and senior potential dropouts who have not benefited from conventional curriculum experiences. The new social studies curriculum will be focused on present-day activities and events. Students will be encouraged to develop interpretive and evaluative skills through assignments, themes, bulletin boards, field trips, and school newspaper activities based on teletype news items. The teletype units will be used as a catalyst to the total curriculum, since all disciplines will be involved in the daily news flow. The teletype units should also become a reading motivator, since the data transmitted will be concise, nonabstract, and easily understood. The United Press International will conduct workshops for teachers to explain the varied applications of the instrument. A committee of teachers will be formed to develop the framework of curriculum organization, to apply data to the total instructional program, and to conduct visitations to out-of-state operating programs. Approximately 500 students, grades 11 and 12, will participate. For further information, contact Paul Burns, Brockton High School, Warren Avenue, Brockton, Massachusetts 02401. (617) 588-0351. (DC)

5. ES 002 000 Operational
Regional Multiservice Reading Center.
Mass., Bourne, School Committee
Project Number DPSC-68-5564
EDRS Price MF-$0.50 HC-$4.08 100P.

Descriptors- *Grades 1-6, *Grades 7-12, *Reading Clinics, *Remedial Reading Programs, *Retarded Readers, *Tutoring, Clinical Diagnosis, Reading Diagnosis, Specialists.

A regional multiservice reading clinic will be established in an isolated area for the diagnosis and treatment of disabled readers. A four-pronged program will be offered--(1) clinical services, (2) inservice teacher training, (3) demonstration classes, and (4) early identification/prevention. A diagnostic team will be established and will include the services of a child development specialist, a clinical psychologist, a reading specialist, a speech therapist, and a psychiatric social worker. In addition, a tutorial staff of 10 reading specialists, selected from participating schools, will be formed. The specialists will write separate diagnostic reports of each referral, and will meet weekly in a diagnostic conference where each member will present his report. Each member of the tutorial staff will operate in a local clinic within schools throughout the region. Tutoring service will be offered in small groups or individual sessions 4 days per week. The treatment program will include--(1) corrective services for medical and psychiatric deficiencies, (2) adjustment counseling, social service work, and/or speech therapy, and (3) educational therapy in the tutorial sessions. Two model classrooms in the second grade of the sponsoring district will be established to demonstrate methods in which regular teachers can provide individualized instruction within a heterogeneous setting. Approximately 400 students, grades k-12, will be served initially. For further information, contact Jesse W. Grimes, Connery Avenue, Bldg 3602, Otis Air Force Base, Massachusetts 02542. (617) 563-5717. (DC).

6. ES 002 009 Operational
Sequoyah County Diagnostic and Clinical Remedial Services Center.
Okla., Sallisaw, Sequoyah County Schools
Project Number DPSC-68-5214
EDRS Price MF-$0.50 HC-$3.40 83P.

Descriptors- *Grades 1-6, *Grades 7-12, *Learning Difficulties, *Mobile Educational Services, *Remedial Instruction, *Rural Schools, *Special Services, County School Systems, Economic Disadvantagement, Inservice Teacher Education, Parent Education, Perceptual Motor Learning.

A mobile unit will be used to bring the services of specialists to educationally handicapped students in a rural area. These services will include--(1) diagnosing and correcting speech defects, (2) diagnosing and correcting poor vision and hearing, (3) diagnosing and remediating deficiencies in reading, (4) diagnosing and treating emotional disorders, (5) establishing special classes and services for educable mentally retarded, (6) establishing special services for trainable mentally retarded, and (7) providing inservice training for classroom teachers to help them identify, refer, and instruct youngsters with learning disabilities. Procedures used will be--diagnostic services, remedial programs, and clinical techniques. A staff of professional personnel representing the specialized areas of psychology, speech and audiology, social work, medicine, reading, and counselor education, along with an administrative staff, will be selected to organize and direct the diagnostic and remedial services curriculum program. Student need for these services will be determined by school records, case studies, teacher surveys, and achievement test results. Areas assessed will be--(1) sensory motor areas, (2) perceptual motor areas, (3) language areas, (4) higher thought procedures, (5) emotional development, and (6) social development. Approximately 6,136 students, grades k-12 will be served. For further information contact Mrs. Cuba Belle Campbell, 316 Mockingbird Lane, P.O. Box 511, Sallisaw, Oklahoma 74955. (918) 775-3758. (SP)

7. ES 002 011 Operational
Extending Mobile Clinical Services Through Intern Teacher Training.
Pa., Ford City, Armstrong School District
Project Number DPSC-68-5209
EDRS Price MF-$0.25 HC-$1.20 28P.

Descriptors- *Grades 1-6, *Inservice Teacher Education, *Mobile Educational Services, *Reading Material Selection, *Remedial Reading Programs, *Retarded Readers.

Mobile laboratories will be used in a rural area to train selected classroom teachers as reading clinicans. The services of an administrative consultant in the field of elementary education and administration will be made available to this group for planning, evaluation, and reorganizational guidance. The program will begin with the selection of teacher interns, of which one or two will be selected from each district by their local administrators. Intern teachers will be given two days of preparatory instruction in the philosophy, selection, and use of materials, techniques, and evaluative methods. Each teacher will then practice in a supervised clinical setting during an approximate 3-week internship when the mobile laboratory visits his particular school. Classroom teacher interns will be replaced by substitute teachers for the 3-week practice period. A study group of intern teachers and training specialists will meet with a consultant to examine appropriate independent reading materials and methods for stimulating their use with children who have no desire to read, Approximately 670 students, grades k-6, will be served initially. For further information, contact John H. McCoy, Box 351, Ford City, Pennsylvania 16226. (412) 763-7151. (SP)

8. ES 002 020 Operational
Experiment in Reading for Mexican American Students.
Tex., Corpus Christi, Independent School District
Project Number DPSC-68-5398
EDRS Price MF-$1.00 HC-$8.40 208P.

Descriptors- *Beginning Reading, *English (Second Language), *Grade 1, *Grade 2, *Mexican Americans, *Spanish Language Instruction, *Spanish Language Textbooks, Bilingualism, Control Groups, Houghton Mifflin Co, Instructional Materials, Material Development, Non English Speaking, Reading Materials, Teaching Methods.

Spanish-speaking primary students in an urban area will be taught to read in their native language. Concurrent instruction in English as a second language will be offered. As a test project, 600 Spanish-speaking children will be randomly divided into two equal groups upon their entrance into the summer preschool language program. The experimental or "E" group will be given instruction in oral Spanish and in oral English. The control or "C" group will receive instruction only in English. Upon entering first grade, the "E" group children will be given basic reading instruction in Spanish. When the "E" group children acquire basic reading skills in Spanish, they should be able to transfer their skills to the reading of English texts. Spanish materials for teaching reading will be prepared in cooperation with the Houghton Mifflin Publishing Firm. Teaching methods developed by Paul McKee and M. Lucille Harrison in Denver, Colorado will be used to teach both the "E" and "C" group children. At the end of the second grade, reading achievement tests will be administered to both groups. The "E" group children will also be given reading tests in Spanish at the end of grade 1. Further extension of bilingual training into upper grade levels will be contingent upon the degree of success encountered in the test program. Approximately 600 students, grades 1 and 2, will participate initially. For further information, contact Thomas C. Davis, 515 N. Carancahua St., Corpus Christi, Texas 78401. (512) 883-5261. (DC)

9. ES 002 028 Operational
Regional Demonstration Library Resource Center.
Ariz., Tucson, Pima County School District 1
Project Number DPSC-67-3192
EDRS Price MF-$0.25 HC-$1.16 27P.

Descriptors- *Demonstration Projects, *Grades 1-6, *Library Specialists, *Preservice Education, *Resource Centers, *School Libraries, American Library Association, Audiovisual Aids, Books, Community Involvement, Inservice Education.

An elementary school demonstration library/resource center will be established in an urban/suburban area. Standards established by the American Library Association and the Department of Audiovisual Instruction will be followed, in order to provide--(1) professional and clerical personnel based on a per-student ratio, (2) a basic collection of books, recordings, filmstrips, slides, prints, transparencies, and audiovisual equipment, based on per-student ratios, and (3) a library program designed to encourage maximum use of library resources for students and faculty with provisions for individual, small group, and class use of the library. The library staff will encourage individual student use of all library resources. The staff will also work closely with teachers in the selection and use of all types of library materials which contribute to the teaching program. Workshops, conferences, inservice meetings, and visitations will be offered to teachers, librarians, and administrators to promote the extension of library facilities and services in elementary schools throughout the region. Story hours, book exhibits, and puppet shows will be offered to promote community interest and support. A training center for elementary school librarianship will be established in cooperation with the state university, using the demonstration library as a laboratory. Approximately 706 students, grades 1-6, will be served. For further information, contact Mrs. Murvise Odom, Supervisor of Library Services, 1010 East Tenth St., Tucson, Arizona 85717. (602) 791-6375. (DC)

10. ES 002 053 Operational
Instructional Improvement in the Primary Grades.
La., Ville Platte, Evangeline Parish School Board
Project Number DPSC-68-5065
EDRS Price MF-$0.25 HC-$2.08 50P.

Descriptors- *Grade 1, *Grade 2, *Grade 3, *Inservice Teacher Education, *Instructional Media, *Primary Education, *Reading Instruction, *Student Teacher Ratio, Individual Needs, Instructional Improvement, Reading Tests.

Educational improvement in the three primary grades will be brought to students in a rural area. Emphasis will be placed on --(1) inservice training for teachers, (2) reduction of class size, and (3) wider use of all types of media. One-week inservice sessions dealing with instructional media will cover the areas of material production, overhead projectuals, slides and magnetic tapes, and media techniques. Short-term conference sessions dealing with techniques of teaching reading will be conducted intermittently during the school year and will cover the use of diagnostic tests in reading, utilization of instructional materials in reading, effective use of curriculum materials, and use of the reading laboratory and other specialized equipment. One-week culminating sessions will be held during the summer. All classes for grades 1-3 will maintain a student-teacher ratio of not more than 1-25 so that teachers will be able to give more individual help in providing students with basic skills. Teachers will utilize test results to determine individual needs of students. The reduced class size should also allow more time for planning new materials and techniques of instruction. Stress will be placed on the humanistic principle of instruction and concept teaching. Approximately 2,720 students, grades 1-3, will be served. For further information, contact Max J. Guidry, 607 Evangeline Dr., Ville Platte, Louisiana 70586. (504) 363-1176. (DC)

11. ES 002 069 Operational
Phase One for the Establishment of an Instructional and Library Materials Center.
Mont., Great Falls, School District 1
Project Number DPSC-68-5115
EDRS Price MF-$0.25 HC-$1.88 45P.

Descriptors- *Curriculum Development, *Demonstration Centers, *Grades 1-6, *Grades 7-12, *Instructional Materials Centers, *Multimedia Instruction, *Supplementary Educational Centers, Corrective Reading, Films, Filmstrips, Individual Instruction, Inservice Teacher Education.

An educational services center will be established with activities centered around the improvement of instruction and curriculum development. A demonstration classroom will be established with facilities for multimedia instruction in the areas of science, social studies, and reading. Supporting facilities will include--a film library, a graphics area for inservice training and production, centralized processing of library and instructional materials, and a display area for traveling exhibits. The classroom will be used to demonstrate and evaluate cross-media teaching in a variety of subject areas. Emphasis in the first year will be upon corrective reading and the inquiry method in science and social studies. Classes from various schools within the district will be transported to the demonstration classroom. The program will also include--(1) inservice training in multimedia teaching, utilizing the demonstration classroom for all school personnel within the city, and (2) similar training in outlying areas for county schools. An evaluation center will house collections of new curriculum materials. Films, filmstrips, records, and multimedia materials, as well as textbooks and library books, will be evaluated. The graphic production center staff will establish instructional programs to support existing curriculums and to extend present techniques through inservice training and the demonstration classroom. Materials will be provided at the center for individualized study. During the initial year the materials will be limited to elementary pupils. Among materials to be circulated will be a selected number of science kits, 8mm single-concept films, and filmstrips. Approximately 28,000 students, grades k-12, will be served. For further information, contact John U. Kranick, 1100 Fourth St. South, Great Falls, Montana 59401. (406) 761-5800. (SP)

12. ES 002 074 Operational
Neighborhood Study Centers.
N. J., Jersey City, Board of Education
Project Number DPSC-68-5658
EDRS Price MF-$0.25 HC-$1.28 30P.

Descriptors- *Adult Basic Education, *Community Services, *Cultural Disadvantagement, *Neighborhood Centers, *Remedial Programs, Adult Programs, Interagency Cooperation, Parent Participation, Tutorial Programs.

Neighborhood study centers will be established in six inner-city target areas for culturally disadvantaged children and their parents. The centers, located in church basements, church gymnasiums, housing projects, storefronts, and schools, will emphasize total family involvement. The project will reflect the cooperative efforts of the CAP Agency, the local educational agency, and other cultural and educational resources within the community. Services offered by the centers will be--(1) a remedial program, (2) a tutorial program, (3) a homework and study program, and (4) classes and informal groups for parents. Remedial education will focus on reading, arithmetic, and basic English. The classes will be organized according to grade achievement level with a teacher/pupil ratio no greater than one to eight. Teachers from the regular school system who are qualified to teach remedial programs will be hired. Tutorial services will be provided to students who are in need of intensive help in one or more of their subjects. Both regular teachers and college students will serve as tutors. Each study center will have a large selection of reference works and books and will be staffed by teachers and college students who will provide informal assistance with homework and study problems. In addition to the regular parent meetings, adult classes will be held--to upgrade skills, and to enhance the leadership potential and communication skills of parents. Informal classes will include how to assist the child in studying, how to budget, family counseling, cultural enrichment courses, food preparation, and millinery and jewelry making. Adult basic education classes will also be offered. For further information, contact Mrs. Geneva R. Lockerman, 391 Jackson Ave., Jersey City, New Jersey 07305. (201) 432-5179. (SP)

13. ES 002 076 Operational
Regional Instructional Materials Service Center.
N. Y., Schenectady, City School District
Project Number DPSC-68-5148
EDRS Price MF-$0.75 HC-$5.36 132P.

Descriptors- *Booklists, *Electronic Data Processing, *Grades 1-6, *Grades 7-12, *Instructional Materials Centers, *Library Services, *Periodicals, Books, Cataloging, Quicktran.

A library services center will be established to serve an 11-county area. Emphasis will be placed upon reducing duplication of effort through the use of electronic data processing in regard to centralized ordering, cataloging, and processing of book and nonbook instructional materials among the 236 participating school districts. A demonstration project will be established initially, in which three book catalogs for three school districts in the area will be prepared, listing holdings on magnetic tape or disc. Conventional cataloging will be provided so that book and nonbook materials can be integrated in each school's card catalog. A union catalog will subsequently be compiled, and a centralized book processing center will be established. In the demonstration project, all items added to collections through the processing center will be sorted and placed in a file on magnetic tape through the use of Quicktran, and IBM program. The shelf lists of each of the three schools will be microfilmed at the school, and this information will be keypunched at the center. Information on the periodical holdings of participating libraries will also be keypunched, and a consolidated purchasing list will be developed. A book examination center will be established to house a demonstration collection of review copies and prepublication items. New material will be held at the center initially and then rotated to other locations for selection purposes. A consultant will be engaged to train member schools in effective book selection. Approximately 250,870 students, grades k-12, will be served. For further information, contact Mrs. Shirley M. Ebetino, Curriculum Center, 564 Broadway, Schenectady, New York 12305. (518) 377-8729. (DC)

14. ES 002 086 Operational
Exemplary Neighborhood Learning Center.
Tex., Lancaster, Independent School District
Project Number DPSC-68-5746
EDRS Price MF-$0.50 HC-$3.00 73P.

Descriptors- *Curriculum Development, *Grades 1-6, *Grades 7-12, *School Community Programs, *School Planning, *Social Studies, Childrens Books, Demonstration Centers, Inservice Teacher Education, Social Workers, Stanford University California School Planning Lab.

A demonstration center for the individualization of education will be established in a rural area. Demonstration activities will be geared to meet the needs of the particular audience being served. Inservice training sessions, designed to assist the teacher in perceiving her new role as manager of the learning process, will be conducted in the following areas--(1) stimulating elementary students' interest in literature, (2) training in the development of students' problem-solving skills, (3) practicing with new curriculum units developed by Hilda Taba, and (4) analyzing the factors of cultural diversity among students. A new curriculum will be developed, emphasizing concept formation, inductive teaching, and discovery as essential elements in the teaching-learning process. The curriculum core will stem from the interrelated social sciences and will feature--(1) a self-concept improvement program, (2) a culture-sensitizing program, (3) field trips, (4) a children's literature program, and (5) team teaching. New programs involving the community will be developed, such as a library program, a recreation program, and a parent-education program. A community social worker will be employed to assist residents needing outside help. Citizens with special talents will be asked to participate in planning and directing community/school activities. An educational masterplan will be formed, and an environmental space module will be planned, with counsel and guidance from the school planning laboratory at Stanford University. Approximately 1,650 students, grades 1-12, and adults will be served. For further information, contact Mrs. Gywn S. Brownlee, 902 North Dallas Ave., Box 477, Lancaster, Texas 75146. (214) 227-2747. (DC)

15. ES 002 103 Operational
Keokuk Junior High Small School.
Iowa, Keokuk, Community School District
Project Number DPSC-68-5095
EDRS Price MF-$0.25 HC-$2.12 51P.

Descriptors- *Flexible Scheduling, *Junior High Schools, *Low Achievers, *Reading Improvement, *Team Teaching, Homework, Independent Study, Individualized Curriculum, Integrated Curriculum, Reading Difficulty, Remedial Programs.

A school within a school will be established in an urban junior high school. The new curriculum will be designed to overcome reading difficulties and/or low academic achievement among participating students, as determined by a standardized test battery. The curriculum will be molded around the basic skill of reading in an effort to upgrade students' reading abilities while they are acquiring other basic skills. Special features of the school will include--team teaching, flexible scheduling, individualized instruction, and an integrated curriculum. Six teachers and a team leader will comprise the teaching team. They will plan the instructional program and integrate the fragmented sections of the curriculum into a whole to provide students with a realization of the interrelationships that exist within the total learning structure. While all academic work will be the responsibility of the teaching team, nonacademic classes will be taught by the regular instructors. Homework will be eliminated in favor of independent and/or supervised study, according to the demand of the current learning situation. Flexible modular scheduling will be established to insure the maximum utilization of time by students. Schedules will be planned weekly by the teaching team on an individual-student basis, considering team and counselor recommendations as well as student interests. Approximately 150 students, grades 7-9, will be served initially. For further information, contact E. Bruce Meeks, Keokuk Junior High School, 15th and Main, Keokuk, Iowa 52632. (319) 524-3737. (SP)

16. ES 002 105 Operational
Child Personnel Service Center, To Be Known as Project Best.
Kans., Pratt, Unified School District 382
Project Number DPSC-68-5089
EDRS Price MF-$0.50 HC-$2.64 64P.

Descriptors- *Bibliotherapy, *Clinical Diagnosis, *Exceptional (Atypical), *Grades 1-6, *Grades 7-12, *Instructional Materials, *Special Education, Mobile Educational Services, Parent Education, Teacher Workshops.

A diagnostic center for exceptional children will be established in an 11-county rural area. Two parallel services will be offered--(1) direct services to children in the form of psychological evaluation, followup procedures, and examinations for hearing and vision, and (2) consultative service to teachers in charge of exceptional children. Emphasis will be placed upon the use of bibliotherapy to help the handicapped child in understanding his personal limitations and to assist teachers in locating information on the specific needs of exceptional children. Instructional materials, testing equipment, and audiovisual and library materials will be housed at the center. A schedule will also be established to bring mobile educational and psychological diagnostic services to each of the districts being served. Consultants will be engaged to set up workshops and consultation sessions for teachers so that they may become more skillful in dealing with exceptional children. Workshops and programs will also be arranged for parents of atypical children. A special education curriculum will be developed, and a curricular materials committee in special education will prepare classroom materials which cannot be commercially purchased. Approximately 4,600 students will be served. For further information, contact Kenneth S. Hill, Superintendent, Unified School District 382, Pratt, Kansas 67124. (316) 472-4418. (DC)

17. ES 002 116 Operational
Project to Develop Effective Use of Computer Assisted Instruction in a Large Public School System.
Md., Rockville, Montgomery County Bd of Educ
Project Number DPSC-68-5147
EDRS Price MF-$0.50 HC-$3.68 90P.

Descriptors- *Computer Assisted Instruction, *Grades 1-6, *Grades 7-12, *Programed Units, *Staff Orientation, *Technical Assistance, *Testing, IBM 1500-Series Instructional System, Learning Experience.

Computer-assisted instruction (CAI) will be introduced to elementary and secondary students in a rapidly growing suburban area. An IBM 1500-Series Instructional System will be procured, and an initial corps of technical personnel will be engaged to establish the laboratory. The IBM Corporation will also provide special orientation and training to project staff. Intensive instruction in CAI methodology will be offered to resource teacher specialists by the project staff, and generalized orientation sessions will be given to classroom teachers. Prototype modular instructional packages for use in CAI will be developed in the areas of language arts, science, social studies, foreign language, and mathematics. The modular packages will be intended to achieve a limited, specific outcome or to treat a limited content or process within the total curriculum design. All modular units will be based upon behavioral goals, individualized instruction, and inquiry-method training. Research design will be developed and implemented to determine the effect of staff orientation programs on teacher attitudes toward CAI, student outcomes, and aspects of the learning experience in the CAI setting. The use of the IBM System for test administration and development will be studied. Approximately 109,275 students, grades k-12, will be served. For further information, contact Homer O. Elseroad, Superintendent of Schools, 850 North Washington St., Rockville, Maryland 20850. (301) 762-5000. (DC)

18. ES 002 121 Operational
Transition Class for Kindergarten.
Mass., Adams, Public Schools
Project Number DPSC-68-5499
EDRS Price MF-$0.25 HC-$1.52 36P.

Descriptors- *Dyslexia, *Early Childhood Education, *Kindergarten, *Learning Difficulties, *Transitional Classes, Individualized Curriculum, Readiness (Mental), Student Needs.

A transitional class between kindergarten and first grade will be established for children who are developmentally unprepared for academic work. Emphasis will be placed upon--(1) identifying students with Dyslexia or another learning disability, and (2) creating an individualized remedial program patterned to the specific learning problem and need of each handicapped child. Preliminary screening of all kindergartners will be conducted in the spring. Nonretarded children exhibiting learning disabilities will then receive a complete test battery. After screening and diagnosis, the selected group will be admitted to the transition grade. The project team will hold weekly staff sessions to continually adjust the curriculum to the needs of each child. The highly structured curriculum will deal with the basic concepts of language. Specific academic learning will gradually be introduced as children demonstrate their readiness. Varied social experiences and opportunities will be provided for small and large group interaction. Some students will be able to enter grade 2 at the termination of the transition class, while others will progress to grade 1 upon completion of the special program. All school children will be tested in reading and writing at the end of the transition class and at the end of grade 1. Approximately 10 children will participate initially. For further information, contact Armenia De Guire, 2 Liberty St., Adams, Massachusetts 01220. (413) 743-9864. (DC)

19. ES 002 124 Operational
Innovative Implementation of Computer Aided Instruction.
Mass., Boston, School Committee
Project Number DPSC-68-5762
EDRS Price MF-$0.25 HC-$1.60 38P.

Descriptors- *Computer Assisted Instruction, *Educational Planning, *Grades 1-6, *Grades 7-12, *Programed Materials, *Reading Diagnosis, *Student Needs.

Computer-assisted instruction (CAI) will be brought to elementary and secondary students in an urban area. A CAI center will be established, and four schools will participate initially. The test project will involve the development of a diagnostically oriented reading program. Existing reading materials will be revised and edited, so that they are focused on reading needs and disabilities. From information about each student's aptitudes, a diagnosis will be made. Test data will be processed by the system, which will collect student responses to questions revealing language comprehension levels and will determine a student's reading rate. Each student will be charted individually both in skill and in interest areas that develop his comprehension and expository ability. Analyses will be performed on materials to determine the most effective procedures to use for specific student needs. A second CAI system will be available in two of the model schools in which online computers will be used for curriculum development opportunities, such as--(1) supplementary programs for demonstration schools, (2) supplementary student services, and (3) supplementary teacher-training experiences. The resources of GASP (Generalized Academic Simulation Program) will be used to make a series of program projections for a new high school. Input will consist of feeding in a number of possibilities, such as student requests, curriculum structure, faculty assignments, and time usage to develop a correlation of all elements in planning the final facility. Approximately 11,100 students will be served. For further information, contact Dr. William H. Ohrenberger, Superintendent of Boston Public Schools, 15 Beacon St., Boston, Massachusetts 02108. (617) 227-5500. (DC)

20. ES 002 148 Operational
Planned Utilization of Personnel for Individualized Learning (Project P.U.P.I.L.).
Ohio, Fremont, Sandusky County Board of Education
Project Number DPSC-68-5329
EDRS Price MF-$0.50 HC-$5.16 127P.

Descriptors- *Educational Therapy, *Grades 1-6, *Grades 7-12, *Health Services, *Learning Difficulties, *Remedial Reading, *Student Needs, Counseling, Diagnostic Tests, Identification, Individualized Programs, Inservice Teacher Education, Psychoeducational Processes, Reading Development, Reading Difficulty, Specialists, Transitional Classes.

Psychoeducational services will be offered to suburban students with learning difficulties. A seven-pronged program will be planned --(1) early identification of children with special needs, (2) diagnosis and remediation of special needs, (3) follow up to assure permanency of remediation, (4) analysis of identified special needs to reveal trends and patterns, (5) development of new programs to satisfy the identified needs, (6) development of new preventative programs, and (7) dissemination of project findings. Reading-learning services, featuring diagnostic-teaching classes, will be introduced. Initially, three classes of nine students each will be established for 27 first-grade failures. Diagnostic-teaching procedures will be used to determine the etiology of failure, the learning procedures necessary for remediation, and necessary preventative procedures applicable to regular classroom practices. Teachers from the regular staff will be trained as diagnostic teachers. Remedial reading services will also be offered. Five reading development therapists will be engaged to assist in improving local reading programs. Project CAREAD (Content Area Reading Evaluation and Development) will be instituted to develop the reading skills of students in grades 7-12. Thirty secondary teachers will attend training sessions at a reading center in a nearby university. Health services for all students will be expanded to include--(1) general health appraisal, (2) vision screening, (3) hearing screening, (4) speech disorder screening, (5) tuberculosis screening, (6) physical performance tests, and (7) dental health appraisal. Approximately 17,404 students, grades k-12, will be served. For further information, contact Richard L. Hills, Route 4, Fremont, Ohio 43420. (419) 334-2272. (DC)

21. ES 002 155 Operational
Sam Houston Area Curriculum Center
Tex., Huntsville, Independent School District
Project Number DPSC-68-5055
EDRS Price MF-$0.50 HC-$3.96 97P.

Descriptors- *Curriculum Development, *Curriculum Study Centers, *Educational Change, *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Instructional Materials, Area Vocational Schools, Negro Dialects, Teacher Participation.

A center for curriculum development will be established in a rural, 15-county area. Emphasis will be placed upon--(1) retraining teachers, and (2) updating curriculum materials. A dualithic structure will be adopted, consisting of--(1) selected new projects, which will be implemented after one year of investigation, and (2) study projects, which will be tested upon completion of a 2-year study. For each new project, 20-25 teachers in each curriculum area will be selected to study textbooks, curriculum materials, and guides from other schools. Materials and guides will be field tested and evaluated in selected schools prior to full-scale implementation the following year. Project teams will be organized to interpret the material and to conduct inservice training activities in schools throughout the region. For the first year, new projects will include language arts for grades 1-6 and science improvement for grades 7-8. For the second year, new projects will be social studies for grades 1-3, classes for the mentally retarded, physical science for grades 7-8, and language arts for grades 9-12. For the third year, new projects will include social studies for grades 4-6, language arts for grades 6-8, and social studies for grades 9-12. Two study projects will be undertaken initially--(1) study to determine the feasibility of area vocational schools, and (2) study to determine language patterns of Negro children and teachers. A team of 5-10 teachers and administrators will be selected for each study project. Approximately 252,066 students, grades 1-12, and adults will be served. For further information, contact Dr. Fred Mahler, Sam Houston State College, Huntsville, Texas 77340. (713) 425-6211. (DC)

22. ES 002 163 Operational
Tutors for Special Disabilities.
Wis., Stevens Point, Coop Educ Service Agency 7
Project Number DPSC-68-5306
EDRS Price MF-$0.25 HC-$1.16 27P.

Descriptors- *Educational Therapy, *Grades 1-6, *Laymen, *Learning Difficulties, *Maladjustment, *Tutors, Behavior Problems, Clinical Diagnosis, Elementary School Counseling, Emotionally Disturbed, Guidance Personnel, Instructional Materials, Interpersonal Relationship, Lay Teachers, Remedial Programs, Remedial Reading, Speech Therapy, Student Records.

Remedial tutoring and special services will be offered to rural primary students with learning disabilities. Extensive cooperation will be maintained with the regional diagnostic center, whose staff will be responsible for the initial diagnosis and recommendations. Handicapped students will receive tutoring services either in the school or at the home of the tutor. Students will remain in their regular classroom setting except for the scheduled therapy periods. Therapy instruction will be coordinated with ongoing classroom instruction as far as possible. All remedial materials and methods will be developed by a team composed of the diagnostic staff, the child's teacher, and outside consultants. Retired teachers and housewives with teacher training will be selected as tutors. Children with learning or adjustment problems which can be treated within the present school setting will receive supportive services such as reading therapy, speech therapy, supplementary learning materials, or counseling. Children whose learning problems stem principally from socio-emotional maladjustment will be provided with adult big brothers or big sisters. Big brothers and big sisters will be given training regarding interpersonal relationships with the child, with the school personnel, and with the community. Project staff will hold inservice meetings to train teachers in screening techniques to be used within the classroom and to help teachers in maintaining student records/case histories. Approximately 115 students, grades 1-6, will be served. For further information, contact Ray Urbas, Room 46, CESA No. 7, Special Service Center, Wisconsin State University, Stevens Point, Wisconsin 54481. (715) 341-0360. (DC)

23. ES 002 168 Operational
Stanford-Ravenswood Computer Assisted Instruction Program.
Calif., East Palo Alto, Ravenswood City Sch Dist
Project Number DPSC-68-5083
EDRS Price MF-$0.25 HC-$1.24 29P.

Descriptors- *Branching, *Computer Assisted Instruction, *Grade 1, *Grade 2, *Mathematics Education, *Negro Students, *Reading Skills, Curriculum Enrichment, Gifted, IBM 1500 System, Programed Instruction, Remedial Instruction, Stanford University.

Computer-assisted instruction in reading and mathematics will be offered to first and second grade students in a Negro ghetto. Thirty terminals will be installed to accommodate an entire class at each half-hour laboratory session. Classroom teachers will remain with their students in the laboratory so that they may observe and act as teacher-proctors. The IBM 1500 System will be used, and the CAI programs will be developed by Stanford University. Both the reading program (for first-grade students) and the mathematics program (for second-grade students) will utilize a series of pretests, which will serve the double purpose of instruction and testing. A rich branching structure will be used, enabling each student to proceed through the curriculum at his own pace. Individual student errors will be immediately evaluated by the computer, which will branch the student to appropriate remedial lessons. Different incorrect responses will give rise to different audio messages or different visual clues, which will be neutral and nonthreatening. A help routine will be provided, so that the student may request additional instruction or supplementary visual or audio clues and aids. Gifted students will be permitted to bypass many sequences. The system should provide insight for educators into learning processes among disadvantaged children. Approximately 205 students, grades 1 and 2, will be served. For further information, contact Roderick W. Moore, Superintendent of Schools, 2160 Euclid Ave., East Palo Alto, California 94303. (415) 324-1621. (DC)

24. ES 002 184 Operational
Pilot Study - Neurologically Involved Child.
La., Lafayette, Parish School Board
Project Number DPSC-68-5456
EDRS Price MF-$0.50 HC-$3.52 86P.

Descriptors- *Diagnostic Teaching, *Grades 1-6, *Learning Difficulties, *Neurologically Handicapped, *Perceptual Development, *Teaching Methods, Building Design, Educational Therapy, Instructional Materials, Kinesthetic Methods, Perceptual Motor Learning, Personal Adjustment, Psychoeducational Processes, Tactual Perception.

A special school will be established for neurologically handicapped students of normal mental ability. Emphasis will be placed upon diagnostic teaching. The building design will feature new systems of space, so that students will be removed from the traditional classroom atmosphere in which they met failure. The physical plant will also be adaptable to changes as each student becomes able to tolerate stimuli. Parental permission for student inclusion in the program will be mandatory. Each child will have his specific learning disabilities diagnosed by the medical director. Developmental programed learning will then be introduced in each of the academic areas, so that the exact place of a specific disability will be found. Oral testing will be used for students disabled in writing, tapes and records will be used for children with deficient reading skills, and kinesthetic and tactile methods will be employed for students with oral communication handicaps. Commercial programs, such as Frostig materials, will be used for perceptual development. Materials will also be developed by the project staff. Each child will be aided in understanding his specific disabilities and in understanding the reasons why he is going through the developmental program to meet his particular sensory deficiencies. The evaluation of diagnostic teaching will include the use of standardized achievement tests, attitude inventories, anectodal records, self-evaluation inventories, and parent check lists. Approximately 70 students will participate initially. For further information, contact Mrs. Sari Stroud, Lafayette Parish School Board, P. O. Drawer 2158, Lafayette, Louisiana 70501. (318) 232-2620. (DC)

25. ES 002 212 Operational
Region Four Reading Center.
S. C., Spartanburg, County School District 7
Project Number DPSC-68-5583
EDRS Price MF-$0.25 HC-$2.28 55P.

Descriptors- *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Mobile Educational Services, *Reading Centers, *Reading Materials, *Teacher Participation, Curriculum Development, Educational Television, Reading Consultants, Reading Difficulty.

A mobile diagnostic center, oriented to the needs of disabled readers, will be established in a six-county urban/rural area. A three-pronged program will be planned--(1) identification, diagnosis, and treatment of disabled readers, (2) inservice training of teachers, and (3) development of a new reading curriculum. The center will be equipped with a variety of instructional materials which will be made available to teachers for their study, research, and experimentation. The center will provide inservice training through demonstrations, small-group meetings, and special work with supervisory and administrative staffs of the districts. Educational television presentations will also be used in inservice training activities. Teachers will actively participate in identifying problem areas for discussion. Action studies by small groups or by individual teachers will be encouraged. Released time will be provided for inservice activities. A developmental reading program will be designed, based on collaboration among center staff, consultants, and classroom teachers. Approximately 700 students will be served initially. For further information, contact J. G. McCracken, Superintendent, Post Office Box 970, Spartanburg, South Carolina 29301. (803) 583-3786. (DC)

26. ES 002 249 Operational
Blackstone Valley Cerebral Dysfunction Center.
R. I., Providence, City Public Schools
Project Number DPSC-68-5325
EDRS Price MF-$0.50 HC-$2.40 58P.

Descriptors- *Grades 1-6, *Intervention, *Learning Difficulties, *Minimally Brain Injured, *Neurologically Handicapped, *Special Schools, Clinical Diagnosis, Educational Therapy, Exceptional (Atypical), Preschool Education, Preservice Education, Special Classes.

A special school will be established in an urban/suburban area for children with cerebral dysfunction. A cross screening program will be developed, in cooperation with local schools, to identify children who are experiencing learning difficulties due to cerebral dysfunctions. Comprehensive diagnostic services and concomitant implementation of special educational interventions will be provided for the identified students. Interventions will include appropriate medication, student counseling, family casework, support to regular classroom teachers, special tutoring, and/or placement in a special class within the center. Four special classes will be organized within the center on the following basis--(1) a preschool class for 3- to 5-year-old students in which activities will be provided to develop gross and fine motor coordination, visual and auditory discrimination, communication skills, and social adjustment, (2) a transition class for 5- to 7-year-old students in which preschool activities will be continued, (3) a primary class for 7- to 9-year-old students in which reading, writing, and number readiness work will be initiated, and (4) an intermediate class for 9- to 12-year-old students in which specialized remedial techniques in reading and arithmetic will be offered. Center staff will validate and sequence commercially prepared materials for cerebral-dysfunction children. Extensive cooperation will be maintained with a nearby college which is currently offering a special program to train teachers of neurologically impaired students. Prospective teachers will be invited to study the special classes, which will be conducted in one-way observation rooms. Approximately 14,183 students, grades k-6, will be served. For further information, contact Robert J. Frappier, 170 Pond St., Providence, Rhode Island 02903. (401) 331-9400. (DC)

27. ES 002 257 Operational
Walk and Talk.
Calif., Kingsburg, Kings River Union School Dist
Project Number DPSC-68-6351
EDRS Price MF-$0.25 HC-$2.04 49P.

Descriptors- *Beginning Reading, *Bilingual Teacher Aides, *Communication Skills, *Grade 1, *Language Experience Approach, *Teaching Methods, Expressive Language, Ginns Language Kit "A", Individual Instruction, Instructional Materials, Language Development, Language Handicapped, Listening Skills, Small Group Instruction, SRA Kits, Story Telling, Student Experience, Van Allen Method.

A communications skills training program will be offered to language-handicapped first-grade children in a rural area. Emphasis will be placed upon providing physical experiences for the noncommunicative child. Three schools will participate in the demonstration project. First-grade children exhibiting a serious deficiency in oral language development will be assigned to a special class at each school. A team of three bilingual aides will rotate among the schools to listen, to talk, and to share experiences with children on a small-group and/or one-to-one basis. Study trips, story telling, and school visits by community resource personnel will be arranged for the children. The aides will guide the children through the experiences and will monitor the children's reactions to stimuli. A language experience approach to reading will be adapted from the Van Allen method. Each child will express his experience in a graphic form, such as drawing or painting. He will then use verbal terms to tell the teacher aide and classmates about the experience. The teacher or aide will write down the story, using the child's own words. The child will copy his own dictation and will then read the story. His written stories and those of other children will become the reading materials of the class. Commercially prepared books will be introduced gradually, and children will be given supplementary materials, such as SRA Kits and Ginn's Language Kit "A". Listening posts will be used extensively. Teacher-aide-parent cooperation will be stressed. Approximately 52 first-grade children will be served initially. For further information, contact T. C. Moshier, Superintendent, 3961 Avenue 400, Kingsburg, California 93631. (209) 897-2878. (DC)

28. ES 002 259 Operational
Experiment in Teaching Success.
Calif., Richmond, Unified School District
Project Number DPSC-68-6504
EDRS Price MF-$0.25 HC-$1.60 38P.

Descriptors- *City Improvement, *Curriculum Development, *Disadvantaged Youth, *Grades 7-12, *Summer Programs, *Urban Education, English Curriculum, Experimental Curriculum, Films, High School Students, Instructional Materials, Interdisciplinary Approach, Master Teachers, Mathematics Curriculum, Remedial Reading, Science Curriculum, Social Science, Teacher Interns, Teaching Techniques.

A new summer school curriculum will be designed for disadvantaged high school students in an inner-city area. Emphasis will be placed upon identifying new instructional materials and techniques uniquely matched to the urban student's needs. An interdisciplinary approach will be taken in English, science, mathematics, and social science classes around a central issue of local community improvement. Daily success experiences will be planned for each student. The English classes will be focused upon development of skills in oral English, remedial reading, drama, journalism, and composition writing. For low-achieving groups, a motion picture camera and projector will be acquired to take pictures of students or situations showing faces expressing different moods. Students will be asked to prepare both oral and written descriptions of their reactions to the people in various situations. Units in American history will be built around problems found in the city. Mathematical classes will contribute statistical information to the social science classes. Science classes will offer health information pertaining to city problems. Each master teacher will supervise four teacher interns from the state university, and all interns will teach at least one class per day throughout the summer. Instructional materials, techniques, and models developed during the summer school session for disadvantaged youth will be implemented in the regular school year program wherever feasible. Approximately 2,000 students, grades 7-12, will be served. For further information, contact Carl Heinemann, 1108 Bissell Ave., Richmond, California 94802. (415) 234-3825. (DC)

29. ES 002 295 Operational
Cross Age Teaching.
Calif., Ontario, Ontario-Montclair School District
Project Number DPSC-68-6138
EDRS Price MF-$0.50 HC-$4.20 103P.

Descriptors- *Academic Achievement, *Cross Age Teaching, *Self Concept, *Socialization, *Tutoring, Individual Instruction, Interpersonal Relationship, Reinforcement, Student Attitudes.

Cross-age relationships among children will be employed as an educational resource to enhance the socialization process, to improve self-image, and to improve the academic achievement of students in an urban/suburban area. Tutorial arrangements will be implemented for seventh/eighth grade students and fourth/fifth/sixth grade students to--(1) increase the academic achievement of both younger and older student through individualized help for the younger and reinforced learning for the older, (2) enhance the socialization process of the younger child by providing him a setting for interpersonal relationships with older children, (3) enhance the socialization process of the older child by providing him with a position of trust and responsibility and a setting for positive relationships with adults, and (4) improve the self-image of both the younger and older child. Selected seventh and eighth grade students will be oriented toward the purposes and techniques of cross-age teaching and transported three times a week to elementary schools for 40-minute tutoring sessions of students in grades 4, 5, and 6. Each younger student will be matched with an older student for help in specific subject areas and/or interpersonal relationships. The older student will be encouraged to first establish a good interpersonal relationship with the younger and then to feel free to invent a variety of techniques to help him. The tutor will receive training from the receiving teacher and from seminar sessions with the sending teachers. Regular planning and training sessions will be conducted for the participating teaching staffs. Time will be allotted in subsequent years to expand the project into other levels of education. Approximately 480 students will participate. For further information, contact Clark Lewis, P. O. Box 313, Ontario, California 91764. (714) 986-5801. (MC)

30. ES 002 298 Operational
Supplementary Education for Indians in Rural and Reservation Areas.
Calif., Independence, Inyo County Supt of Schools
Project Number DPSC-68-6205
EDRS Price MF-$0.25 HC-$2.36 57P.

Descriptors- *American Indians, *Community Involvement, *Progressive Retardation, *Student Improvement, *Study Centers, Educational Guidance, Library Materials, Minority Groups, Reading Improvement, Resource Materials, Tutoring.

A study center will be established on an Indian reservation to provide facilities, environment, and resources designed to encourage increased achievement, positive attitudes, and active participation among students and adults. In addition to the primary purpose of reducing and/or eliminating progressive retardation in student achievement, the program will provide--(1) knowledge and information of the Indian culture and heritage, (2) tutoring and counseling services, (3) facilities for study, (4) reading and resource materials, (5) employment opportunities for residents of the reservation, and (6) assistance to parents in helping their children with their school work. The center will be open late afternoons, evenings, on weekends, and during the summer vacation. A library of books, magazines, newspapers, pamphlets, and other reading materials will be available for the use of both children and adults. A collection of materials dealing especially with the history and achievements of the American Indian will be included. A teacher will be on duty to help children choose things to read and will help them with any reading problems they may have. The teacher will also be available to help parents in helping their own children with reading and homework assignments. The facilities will include a quiet place where students can do their homework in the evenings and on weekends. Encyclopedias, other reference books, and tutoring services will be provided. A counselor will be on duty at the center and may be consulted by both students and their parents. Approximately 700 persons will be served. For further information, contact Melvin Bernasconi, Inyo County Superintendent of Schools, 135 S. Jackson Street, Independence, California 93526. (714) 878-2411. (MC)

31. ES 002 302 Operational
Whisman Regional Reading/Learning Clinic.
Calif., Mountain View, Whisman School District
Project Number DPSC-68-6510
EDRS Price MF-$0.50 HC-$3.76 92P.

Descriptors- *Grades 1-6, *Grades 7-12, *Intervention, *Itinerant Clinics, *Learning Disabilities, *Reading Difficulty, *Special Classes, Diagnostic Tests, Education Majors, Interaction, Reading Clinics, Remedial Instruction, Specialists, Teacher Aides, Teacher Improvement.

A reading/learning clinic will be established to offer specialized diagnostic and remedial services to elementary and secondary students in an urban/rural area. Emphasis will be placed upon fostering interaction between theoreticians and classroom teachers. An intervention team will be formed, composed of medical specialists, college students, university personnel, public school personnel, laymen, and paraprofessionals, to staff the clinic. Five small trailers will be acquired and scheduled to facilitate specialist-teacher communication and joint planning. All students in grades 1-12 will be screened for reading dysfunctions or other learning disabilities. Approximately 1,000 students will be selected for further screening by clinic specialists in one of the five trailers. Clinic staff will evaluate diagnostic data and develop an individual prescription for each student. Approximately 98 students, clustered by grade level and geographic area, will be assigned to remedial classes in a trailer. Students will attend trailer classes in groups of seven for two 40-minute sessions each week. Severely disabled students will be assigned to a special class at the permanent clinic. Quarterly parent-teacher-clinic staff meetings will be held concerning student evaluation. Medical personnel will participate in weekly staffings, advising upon intervention techniques and evaluating results. Teachers will receive weekly inservice training in the trailer classrooms, and college students will be trained as clinic aides. Approximately 9,192 students, grades k-12, will be served. For further information, contact Ross M. Carter, 1695 Rock St., Mountain View, California 94040. (415) 967-6921. (DC)

32. ES 002 315 Operational
Teaching, Thinking, and Clarifying Values.
Ill., LaGrange, Highlands Public Schools Dist 106
Project Number DPSC-68-5854
EDRS Price MF-$0.25 HC-$1.76 42P.

Descriptors- *Grade 7, *Grade 8, *Grades 1-6, *Inservice Teacher Education, *Productive Thinking, *Questioning Techniques, *Teaching Skills, Decision Making, Language Arts, Problem Solving, Social Studies.

Inservice teacher education will be implemented to focus upon increasing instructional techniques for teaching thinking and clarifying values for students in an urban area. During workshop sessions, social studies and language arts teachers from grades k-8 will be trained in such strategies for implementing value clarification as comparing, summarizing, observing, classifying, hypothesizing, generalizing, and others. Techniques which will be taught to the teachers for allowing students to clarify their valuing will include the clarifying response, the value sheet, the value-clarifying discussion, role playing, the contrived incident, zig-zag lessons, and the value continuum. The teachers will also be taught a variety of questioning techniques such as translation, interpretation, and application which will allow them to assist the students in attaining the project objective. During the first semester, videotapes will be made for purposes of comparing and analyzing teaching performance at a later date. Pretesting of teacher knowledge and skills relating to teaching for thinking and clarifying valuing will be conducted at the end of the semester. At the beginning of the second semester, teacher workshops will commence and will continue throughout the second year. Post testing on knowledge and skills will be administered at the end of the second year. During the third year, the skills under study will be transferred into other areas of the school curriculum. Approximately 48 students will participate in the workshop program. For further information, contact Daniel A. Snow, 3838 Wolf Road, Western Springs, Illinois 60558. (312) 246-0435. (MC)

33. ES 002 327 Operational
Experimental Motivation in Language Arts.
Kans., Humboldt, Unified School District 258
Project Number DPSC-68-6485
EDRS Price MF-$0.25 HC-$2.28 55P.

Descriptors- *Grades 1-6, *Language Arts, *Student Motivation, *Typewriting, *Underachievers, Carrels, Control Groups.

The typewriter will be used as a motivational tool for upper-elementary students who are deficient in language arts. A test project will be conducted for 30 students. During a 6-week summer session, students will be taught the basic typing skills. Fifteen double-study carrels will be constructed, and 30 IBM Selectric Typewriters will be acquired. The sphere typing head will be changed to a larger type for students with eye or remedial problems. Handwriting skills will be closely coordinated with typing skills, so that students will be conscious of the need for improvement in both forms of writing. The typewriters and facilities will be available to the experimental group before, during, and after school hours. A control group will be formed and will be scheduled for a 15-30 minute class in language arts. Approximately 30 students will participate in the test project. For further information, contact E. Gene Schulze, 1100 Central, Humboldt, Kansas 66748. (316) 473-2461. (DC)

34. ES 002 337 Operational
Operation PREP (Pupil Rehabilitative Education Program).
Maine, Portland, Public Schools
Project Number DPSC-68-6523
EDRS Price MF-$0.25 HC-$2.28 55P.

Descriptors- *Delinquent Rehabilitation, *Grades 7-12, *Language Experience Approach, *Rehabilitation Programs, *Ungraded Programs, *Vocational Education, Corrective Institutions, Field Trips, Flexible Scheduling, Part Time Jobs, School Industry Relationship, Social Workers, Special Classes, Student Evaluation.

A remedial, work-oriented program will be prepared for potential delinquents and for youth recently returned to society from correctional institutions. The project will be housed at the local Boys Club, so that students will not be forced to return to the traditional school environment in which they originally encountered failure. An ungraded program of instruction will be developed, stressing remedial language arts, remedial mathematics, and social studies. All programs of instruction will be informal and will be geared to the individual performance level of each student. The language experience approach to learning will be stressed. Flexible scheduling will be introduced, and the class day will be divided into four periods. Progress reports will be substituted for formal grading. One free period each day will be used for such programs as psychodrama, lectures, and discussion groups led by community resource personnel. Project personnel will include a fulltime social worker, who will carry on intensive casework with each enrolled student. Older youth will be provided with vocational training and will be given part-time employment, in cooperation with local businessmen and with the youth opportunity center. An extensive field trip program will be planned to provide cultural enrichment. A gradual transition to the regular high school program will be provided for students capable of adjustment. Approximately 40 students, grades 7-12, will be served initially. For further information, contact Dr. Eugene C. Jorgensen, Superintendent, 389 Congress St., Portland, Maine 04111. (207) 774-8221. (DC)

35. ES 002 339 Operational
Resource Learning Laboratory.
Mass., Sturbridge, Tantasqua Dist, School Union 61
Project Number DPSC-68-6254
EDRS Price MF-$0.25 HC-$1.96 47P.

Descriptors- *Community Resources, *Curriculum Development, *Field Trips, *Grades 1-6, *Social Studies, *Teacher Workshops, Bloom, Bruner, Guilford, Language Arts, Material Development, Program Planning, Reading Improvement, Taba.

A resource learning laboratory will be used to improve social studies education for students in a suburban/rural area. Emphasis will be placed upon greater use of community resources through the improvement of class field trips. A restored colonial village within the project area will provide the focus for the experiential laboratory. Workshop sessions will be organized to--(1) explore all facets of the community resource/laboratory, (2) develop accompanying curriculum materials, correlating social studies work with the improvement of reading skills, (3) explore the laboratory approach in the development of multidisciplinary concepts, (4) select necessary skills and abilities applicable to field laboratory experiences, and (5) develop a new design, making the most effective use of community resources as an integral part of the classroom. Instructional materials, such as written records, historical documents, transparencies, and tape recordings, will be carefully structured from both primary and secondary sources in the community. Workshop participants will study new concepts in the teaching of social studies, including the cognitive models outlined by Taba, Bruner, Bloom, and Guilford. Approximately 375 students, grades 1-6, will be served initially. For further information, contact Roland W. Wilson, Main St., Sturbridge, Massachusetts 01566. (617) 347-9014. (DC)

36. ES 002 340 Operational
Model Kindergarten Observation Center.
Mass., Amherst, School Committee
Project Number DPSC-68-6332
EDRS Price MF-$0.50 HC-$2.48 60P.

Descriptors- *Demonstrations (Educational), *Diagnostic Tests, *Identification, *Kindergarten, *Laboratory Schools, Bus Transportation, Curriculum Development, Kindergarten Children.

A model kindergarten will be established within a laboratory school in an area with no public school kindergartens. The director of an existing summer kindergarten program will be engaged to prepare the kindergarten curriculum, in cooperation with the state educational consultants for kindergarten education. A brief questionnaire will be prepared and given to parents of all prospective kindergartners. Bus transportation will be provided to insure a heterogeneous group. In order to provide for early identification and treatment of possible medical or educational difficulties, an initial screening will be given to kindergartners, including the DeHirsch Tests, the Metropolitan Readiness Tests, the Frostig Test, vision and hearing tests, and a physical fitness checklist. Teachers from the school system will be released from regular duties to observe the model kindergarten. Colloquies, following the observation session, will be encouraged. The kindergarten director will also conduct inservice workshops in conjunction with the state department of education in kindergarten study for teachers from all neighboring communities. Student teachers from the state university will also be scheduled to observe the model kindergarten. Approximately 50 students will be served initially. For further information, contact Ronald J. Fitzgerald, Superintendent, Town Hall, Amherst, Massachusetts 01002. (413) 253-7464. (DC)

37. ES 002 368 Operational
Tulsa County Special Service Education Center.
Okla., Tulsa, County Schools
Project Number DPSC-68-6661
EDRS Price MF-$0.50 HC-$3.24 79P.

Descriptors- *Grades 1-6, *Handicapped Students, *Intervention, *Remedial Programs, *Special Education, *Tutoring, Academically Handicapped, Cross Age Teaching, Emotionally Disturbed, Inservice Teacher Education, Instructional Materials, Ojemann Materials, Peer Teaching, Perceptually Handicapped.

New intervention programs will be designed for elementary students in an urban area. To coincide with the developmental time phase, three levels of intervention will be planned--(1) general prevention, (2) selective prevention/early identification, and (3) diagnosis and remediation. New techniques will be tested, including--(1) cross-age teaching, (2) peer teaching, (3) perceptual-motor training for retarded students, (4) assessment of the attitudinal structure of the educational environment, (5) rapid, economical assessment of abilities, and (6) preventive mental health, using the Ojemann Curricular Materials. The program will be focused on seven areas of handicap--reading, speech, computational, emotional, perceptual-motor, visual, and auditory. Seven plans, derived from the three intervention levels, will be implemented in the treatment of each handicap. The seven plans will cover--(1) general prevention, (2) early identification and selective prevention, (3) tutorial remediation--junior teacher plan, (4) tutorial remediation--buddy plan, (5) tutorial remediation--specialist, (6) indirect remediation, and (7) inservice teacher training. Test projects, using one of the plans, will be initiated for all handicapped students, although not every plan will be applied to every handicap area. Approximately 23,788 students, grades k-12, will be served. For further information, contact Dr. James L. Prince, 204 County Courthouse, 320 West 5th, Tulsa, Oklahoma 74103. (918) 584-0471. (DC)

38. ES 002 379 Operational
Effective Programs for the Inner City (EPIC).
Va., Roanoke, City School Board
Project Number DPSC-68-6702
EDRS Price MF-$0.50 HC-$2.72 66P.

Descriptors- *Early Childhood Education, *Grades 1-6, *Grades 7-12, *School Community Cooperation, *Urban Education, *Urban Youth, *Vocational Education, Communication Skills, Community Centers, Counselors, Inservice Teacher Education, Instructional Materials Centers, Mathematics Education, Reading Improvement, Teacher Aides, Tutoring, Urban Renewal.

New educational programs will be developed for an inner-city area in conjunction with an urban renewal project. Demonstration programs will be established within an educational subsystem, composed of a senior high, a junior high, and three elementary feeder schools. Inservice teacher training will be offered through a summer session and through an academic-year institute program to assist teachers in developing an understanding of the needs of the disadvantaged urban student. Teacher aides will be engaged and will be offered both on-the-job experience and formal instruction so that they may become certificated teachers. New preschool programs will be planned, including a public school kindergarten and day care centers. For the elementary students, Project Second Step will be instituted in grades 1-4 to follow up on Head-Start activities. Project MARS (Mastering Arithmetic and Reading Skills) will be offered in a summer session to students in grades 4-6. A communications skills specialist will be employed in each elementary school, and home-school counselors will be engaged to build two-way communication with parents. An instructional materials center will be located in each elementary school, and a media coordinator will serve the three schools. Project ACT (Applied Counseling and Tutoring) and Project READ will be tested in junior high school, along with a single-concept mathematics program. Vocational development will be offered to both junior and senior high school students, and a comprehensive vocational education curriculum will be developed for the senior high. Work-study programs, featuring rotation of jobs, will be introduced. A community center will be planned. Approximately 8,896 students, grades k-12, and parents will be served. For further information, contact George E. Moore, 312 Second St. S.W., Roanoke, Virginia 24011. (703) 345-0907. (DC)

39. ES 002 395 Operational
Comprehensive Preschool Program.
Ala., Andalusia, City Board of Education
Project Number DPSC-68-5933
EDRS Price MF-$0.25 HC-$2.20 53P.

Descriptors- *Disadvantaged Youth, *Kindergarten, *Language Arts, *Learning Experience, *Student Evaluation, Communication Skills, Curriculum Development, Testing.

A model kindergarten program will be designed for 4- and 5-year-old students in a rural disadvantaged area in which there are no public school kindergartens. Emphasis will be placed upon strengthening the functional ability of the deprived student through a planned program of stimulating learning experiences leading to greater proficiency in language arts. Ninety children will participate in the test program. After one week of school, each child will be tested by doctoral-level psychology students, who will use the Binet Scale to--(1) provide a measure of the child's functional ability level, and (2) offer teachers a detailed description of the child's areas of strength, weakness, and potential. Test results will provide the guidelines for the individualizing of each student's instructional program. A new, experience-centered kindergarten curriculum will be developed, stressing--(1) visual perception, imagery, and recall, (2) auditory perception, and (3) listening skills. Approximately 90 students will be served initially. For further information, contact James S. Searcy, Box 1317, Andalusia, Alabama 36420. (205) 222-3186. (DC)

40. ES 002 408 Operational
Prevention of Reading Disability.
Ariz., Phoenix, Roosevelt School District 66
Project Number DPSC-68-6565
EDRS Price MF-$0.50 HC-$2.96 72P.

Descriptors- *Beginning Reading, *Grade 1, *Grade 2, *Reading Instruction, *Reading Material Selection, *Reading Readiness, *Reading Readiness Tests. Cognitive Development, Piaget, Reading Difficulty, School Schedules, Student Needs.

A reading readiness model will be instituted for primary-school children in an urban area. Emphasis will be placed upon the prevention of reading disabilities through the correlation of readiness tasks to the Piagetian concept of cognitive development. All entering first-grade students will be given a letter names reading readiness test to identify and classify each child's maturity and achievement level. Students scoring above 30 on the test will be assigned to formal reading programs. Students with limited understandings will be given an individual diagnostic readiness evaluation and will be placed in a structured informal readiness program. Each first- and second-grade teacher will be allowed to select the formal reading program most suited to the needs of her own class. Summer workshops will be conducted for primary teachers to acquaint participants with the procedural model for preventing reading disability and overplacement. An organizational subsystem will be introduced, oriented toward non-gradedness, variable grouping, and flexible scheduling. An experimental time schedule will be instituted, in which students will come to school on a staggered daily schedule, thus reducing the size of the reading class and allowing teachers more time for individual work with students. Approximately 750 primary school children will be served. For further information, contact T. G. Barr, Superintendent, 6000 South 7th St., Phoenix, Arizona 85040. (602) 276-7311. (DC)

41. ES 002 410 Operational
Matching for Success (A Program in Developmental Reading and Communication Skills).
Calif., San Francisco, Unified School District
Project Number DPSC-68-5895
EDRS Price MF-$0.50 HC-$3.20 78P.

Descriptors- *Communication Skills, *Experimental Curriculum, *Grade 10, *Heterogeneous Grouping, *Interdisciplinary Approach, *Tutoring, Able Students, Flexible Scheduling, Group Dynamics, Microteaching, Peer Teaching, Reading Centers, Student Personnel Services, Student Teacher Ratio, Underachievers.

Peer tutoring, coupled with a new interdisciplinary curriculum, will be used to develop communication skills among low-achieving urban high school students. Emphasis will be placed upon providing a success model for the alienated student. Eighty underachieving 10th grade students will be matched on a buddy-plan basis with 80 self-actualizing students. Students of both tracks will receive a stipend for the extra hour each day spent in the tutoring program. Curriculum modifications for the heterogeneous classes will be developed upon an interdisciplinary format, including core courses in social studies, literature, general science, and language arts. A microteaching component will be employed, and a reading center for developmental reading and vocabulary building will be instituted. Other features of the experimental curriculum will include--(1) team teaching and team learning, (2) large- and small-group instruction, (3) flexible time scheduling, (4) group dynamics, (5) student personnel services, and (6) reduced student-teacher ratio. Time will be allowed in the special curriculum for mathematics and other electives. Approximately 160 10th grade students will participate initially. For further information, contact Albert E. Silverstein, 135 Van Ness Ave., San Francisco, California 94102. (415) 863-4680. (DC)

42. ES 002 418 Operational
DOVACK Method for Teaching Reading.
Fla., Monticello, Jefferson County Bd of Pub Inst
Project Number DPSC-68-6004
EDRS Price MF-$0.50 HC-$3.64 89P.

Descriptors- *Computer Oriented Programs, *Grades 1-6, *Grades 7-12, *Individualized Reading, *Language Experience Approach, *Remedial Reading, *Retarded Readers, Kinesthetic Methods, Reading, Reading Skills.

The DOVACK (differentiated, oral, visual, aural, computerized, kinesthetic) Method for remedial reading instruction will be tested in a rural county with a high incidence of reading retardation. For the initial project, middle-grade retarded readers will be assigned to one of three groups. The control group will receive standard remedial reading instruction. The second group will receive remedial work utilizing the language-experience approach. The third group will use the DOVACK Method developed by Florine Way. Each student will be provided with a tape recorder for individual study. On each student's tape, a word attacker (phonics teaching device) will be taped for audio use with visual representations. Additionally, each student will dictate his own story into a microphone. The stories will be transcribed onto a remote console, using perforated paper tape offline, for input into the computer. All dictations will be printed out in large primary type on the remote console, with all different words in each dictation alphabetized. Each student will listen to his own dictation as he reads the printout. He will then be given a transparent overlay and a felt pen with which to trace the words in his dictation and vocabulary list. Each student will be given a systematic random sample test at appropriate intervals to diagnose his needs and to measure his progress in learning vocabulary. Approximately 180 students will participate initially. For further information, contact Mrs. Florine Way, P. O. Box 499, Monticello, Florida 32344. (904) 997-2022. (DC)

43. ES 002 429 Operational
Regional Reading Center.
Ga., Camilla, Mitchell County Board of Education
Project Number DPSC-68-5581
EDRS Price MF-$0.25 HC-$1.20 28P.

Descriptors- *Grades 1-6, *Grades 7-12, *Laboratory Schools, *Reading, *Reading Centers, *Reading Materials, *Regional Cooperation, Instructional Materials Centers, Reading Clinics, Reading Diagnosis, Reading Difficulty, Reading Failure, Remedial Reading, Teaching Methods, Teaching Techniques.

A regional reading center will be established to serve teachers and students in a 16-county rural area. A six-pronged program will be planned--(1) instructional development services to teachers, (2) inservice education and development of reading consultants and specialists, (3) direct services to students, (4) materials and media library services, (5) coordination of services, and (6) research and evaluation. A laboratory school will be established to demonstrate new techniques, methods, instructional materials and media which can be utilized for developmental and/or corrective reading programs. Center staff will be responsible for conducting workshops and inservice classes for teachers and reading specialists to assist them in understanding the nature of the reading process and in developing increased skill in the identification and diagnosis of reading difficulties. Direct consultative service will also be provided to teachers. Student-centered programs conducted by center staff will include--(1) individual clinical services for severely retarded readers, (2) services to small groups of students with reading disabilities, and (3) program planning for entire classes or grades upon request. Approximately 71,781 students, grades 1-12, will be served. For further information, contact C. A. Collins, Superintendent, Mitchell County Schools, Camilla, Georgia 31730. (912) 336-5641. (DC)

44. ES 002 432 Operational
Twiggs County Educational Improvement Project.
Ga., Jeffersonville, Twiggs County School District
Project Number DPSC-68-6743
EDRS Price MF-$0.25 HC-$1.64 39P.

Descriptors- *Grades 1-6, *Inservice Teacher Education, *Mobile Educational Services, *Preschool Education, *Reading Clinics, *Rural Schools, Elementary School Counselors, Language Development, Reading Development, Rural Youth, Underachievers.

Mobile units will be used to bring special services to students and teachers in a disadvantaged rural area. A four-pronged program will be planned--(1) mobilized preschool instruction in an area with no public school kindergartens, (2) a mobile reading laboratory for underachievers in grades 4-7, (3) inservice training for teachers, and (4) counseling and guidance services for students with emotional and social problems. The preschool unit will be equipped with pictures, books, film strips, and records, and will be designed to offer isolated children an opportunity for a positive association with a school activity. The mobile reading laboratory will be staffed by a reading specialist and a paraprofessional. The unit will serve four schools on a definite-need schedule. Specialists will be engaged to work with teachers during released-time sessions. Inservice training sessions will cover--(1) remediation of developmental reading problems, (2) identification of language problems, (3) utilization of new teaching procedures for the development of language facility, and (4) identification of the growth problems of the isolated child. Itinerant counseling services will also be introduced to support classroom teachers. Approximately 2,508 students, grades 1-7, will be served. For further information, contact M. E. Aiken, Jr., Superintendent of Schools, Jeffersonville, Georgia 31044. (912) 945-2571. (DC)

45. ES 002 436 Operational
Learning Teaching Laboratory.
Ind., Indianapolis, Public Schools
Project Number DPSC-68-5099
EDRS Price MF-$0.25 HC-$1.56 37P.

Descriptor- *Audio Video Laboratories, *Grade 10, *Grade 9, *Instructional Materials, *Learning Laboratories, *Potential Dropouts, *Urban Youth, Inner City, Low Achievers, Small Group Instruction, Student Needs, Teacher Workshops, Teaching Methods, Tutoring.

A learning-teaching laboratory will be established for potential dropouts in an inner-city area. Emphasis will be placed upon visual and audio methods of instruction to produce attitudinal changes and improved literacy among disadvantaged youth. Initial program participants will be students who have failed one or more academic subjects in the ninth and 10th grades. The laboratory will consist of a room equipped with media and materials to accommodate individual students for tutorial learning, small groups with similar learning problems, or a class with diversified learning problems. Ten teachers will be chosen to staff the laboratory. Each teacher will be assigned five classes with a maximum of 20 students per class. Departments involved will be English, mathematics, science, and social studies. Each teacher will also be assigned two periods in the laboratory to test and develop new materials, and to prepare testing instruments. Specialist-led workshops will be organized for participating teachers, so that they may develop specifications for instructional materials which will be matched to the specific needs of the learner. Students will be able to use the laboratory voluntarily after school hours. Approximately 1,000 students will be served initially. For further information, contact Ethel Kuykendall, 1140 North West St., Indianapolis, Indiana 46202. (317) 634-7421. (DC)

46. ES 002 457 Operational
Project Reading--Innovation, Development, Evaluation.
Mass., Fall River, School Department
Project Number DPSC-68-6032
EDRS Price MF-$0.50 HC-$4.84 119P.

Descriptors- *Grades 1-6, *Inservice Teacher Education, *Reading, *Reading Development, *Reading Skills, *Tutoring, Curriculum Development, Reading Centers, Reading Clinics, Reading Diagnosis, Reading Instruction, Reading Materials, Teacher Workshops, Urban Education.

A developmental reading program will be introduced for elementary school students in an urban area. Emphasis will be placed upon inservice training in the teaching of reading as a skill. For phase 1, 16 teachers will attend a summer session to receive specialized instruction emphasizing diagnostic techniques. A summer small-group/tutorial program will be conducted in eight schools where need is greatest. Each class will contain 6-10 students from grades 1-4 and two teachers. Each class will also be assigned a social worker who will make home contacts. A resource center will be instituted to supply teachers with professional materials and information necessary to their continuing growth. During phase 2, tutorial centers will be opened in eight schools, and after-school reading classes will be held. For participating teachers, Saturday-morning inservice training sessions and demonstration clinics will be instituted. Two reading clinics will be planned--(1) Clinic "A", attended by students with specific reading disabilities, and (2) Clinic "B", composed of a heterogeneous class of first graders. During phase 3, previously-trained teachers will, during a summer workshop, begin to design and develop an experimental reading curriculum, which will then be field-tested in regular classrooms during the ensuing year (phase 4). Workshop participants will also become trainers/change agents and will prepare other teachers in their schools for the new reading curriculum. Phase 5 will involve teacher evaluation of the new curriculum and preparation for systemwide curriculum development. Approximately 10,625 students, grades 1-6, will be served. For further information, contact Joseph Roderick, 388 Rock St., Fall River, Massachusetts 02720. (617) 676-1000. (DC)

47. ES 002 464 Operational
Reading Emphasis Program for Underachievers.
Mich., Inkster, Public Schools
Project Number DPSC-68-5673
EDRS Price MF-$0.25 HC-$1.12 26P.

Descriptors- *Grade 3, *Individualized Curriculum, *Parent School Relationship, *Reading Improvement, *Remedial Reading, *Underachievers, Classroom Environment, Dental Evaluation, Health Services, Parent Attitudes, Parent Child Relationship.

A reading-emphasis curriculum will be developed for underachieving third-grade students in a disadvantaged urban area. Emphasis will be placed upon relating remedial reading experience to the overall needs of the students. An informal classroom will be established to accommodate a maximum of 20 students. The classroom will contain study carrels, adequate space for small-group study, and a science table. Students will be given an opportunity to learn at their own rate of speed and to create, explore, and experiment with a given idea to develop their decision-making capabilities. Success experiences will be emphasized. Health screenings will be given to every participating student, and a dentist will examine and correct dental problems. Parent-teacher interaction will be stressed. Discussion groups will be instituted by the school to examine parent attitudes, misconceptions, and misunderstandings, and to show parents how they may contribute to the success of the program. Parents will also be requested to serve as paid teacher aides in the classroom, on a rotating basis. Home visitation programs will also be instituted to foster greater home/school continuity. Approximately 20 third-grade students will be served. For further information, contact Joseph C. Sommerville, Principal, Woodson Elementary School, 29665 Pine, Inkster, Michigan 48141. (313) 721-8990. (DC)

48. ES 002 469 Operational
Improved Utilization of Library Materials.
Miss., Corinth, Alcorn County School District
Project Number DPSC-68-6242
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors- *Grades 1-6, *Grades 7-12, *Instructional Materials, *Library Services, *Master Teachers, *Mobile Educational Services, *Regional Cooperation, Curriculum Development, Inservice Teacher Education.

Library services will be expanded to facilitate maximum distribution and use by students and teachers in a rural area. Emphasis will be placed upon raising the cultural level throughout the five-county region. A mobile unit will be purchased and five part-time assistants will be retained by each county to coordinate the program on the local level. Provisions will be made for the coordinator, the regional librarian and all teachers and administrative personnel to receive inservice training in the area of instructional materials. A team of master teachers will be formed to aid teachers in implementing innovative practices and in using new instructional materials. Demonstration classes, using both new and available resources, will be instituted. Multicounty brainstorming sessions will be introduced to offer teachers and library personnel an opportunity to study problem areas of the curriculum. Workshops, field trips and visitations will also be expanded to provide teachers with a better knowledge of book selection and of materials geared to children's interests and needs. Approximately 20,534 students, grades k-12, will be served. For further information, contact Dexter Montgomery, General Delivery, Golding, Mississippi 38834. (601) 286-5591. (DC)

49. ES 002 473 Operational
Inservice Training for Curriculum Development.
Miss., Charleston, East Tallahatchie School Dist
Project Number DPSC-68-6738
EDRS Price MF-$0.50 HC-$3.20 78P.

Descriptors- *Beginning Reading, *Grades 1-6, *Inservice Teacher Education, *Nongraded System, *Reading Materials, *Team Teaching, Faculty Integration, Handwriting Development, Instructional Materials, Mathematics, Open Court Correlated Language Arts Materials, Reading Improvement, Teacher Workshops.

A new first-grade reading program will be developed for children in a rural area, and a reading-improvement project will be tested in grades 4-6. Emphasis will be placed upon inservice training to familiarize staff members with methodologies and materials developed out of the district. A 1-week workshop will be held for all first-grade teachers so that the open court correlated language arts materials may be introduced by consultants. Instruction utilizing these materials will feature intensive initial phonics, early writing reinforcement activities, and correlation of the materials to the total language arts program. The Stanford Reading Achievement Test will be administered to all students in May of the following year, and an analysis will be made of handwriting samples for purposes of evaluation. Nongraded classes and team teaching will be introduced for students in grades 4-6. All teaching teams will be racially integrated. Participating teachers will attend an NDEA workshop to study nongraded systems, team teaching, student grouping, and curriculum revision, with emphasis on reading and mathematics. Approximately 3,077 students will be served. For further information, contact Sale Lilly, Superintendent, Box 310, Charleston, Mississippi 38921. (601) 647-5524. (DC)

50. ES 002 475 Operational
Interpersonal Relations and Reading Improvement.
Miss., Port Gibson, Claiborne County School Dist.
Project Number DPSC-68-6740
EDRS Price MF-$0.50 HC-$2.48 60P.

Descriptors- *Beginning Reading, *Grade 1, *Grades 1-6, *Interpersonal Relationship, *Preschool Education, *Reading Materials, *Sensitivity Training, Handwriting, Human Development Institute, Inservice Teacher Education, Institutes (Training Programs), Instructional Materials, Language Arts, Ojemann Materials, Open Court Correlated Language Arts Materials, Social Studies, Teacher Workshops.

A new first-grade reading program will be developed for rural children, and interpersonal relations training will be offered to teachers of grades 3-6. First-grade teachers will attend a 3-week summer institute to receive training in use of the open court correlated language arts reading materials. Instruction utilizing these materials will feature intensive initial phonics, early writing reinforcement activities, and correlation of the materials with the total language arts program. The Stanford Reading Achievement Test will be administered to all students in May of the following year, and a subjective analysis will be made of handwriting achievement. A separate workshop will be held for teachers of upper elementary grades and will feature (1) sensitivity training sessions, (2) instruction in "a teaching program in human behavior and mental health" prepared by Ralph Ojemann, and (3) programed coursework in interpersonal relations, designed by the Human Development Institute of Atlanta, Georgia. During the first project year, teachers will implement the new program and materials in their language arts/social studies courses. Ten weekly sensitivity-training sessions will be scheduled for all teachers not participating in the summer workshop. A 3-week preschool orientation program for entering first-grade students will be instituted in coordination with workshop activities. Approximately 1,683 students will be served. For further information, contact C. V. Sullivan, Superintendent, Box 337, Port Gibson, Mississippi 39150. (601) 437-5711. (DC)

51. ES 002 476 Operational
Early Childhood Education Through Stimulation.
Miss., Gulfport, Municipal Separate School Dist
Project Number DPSC-68-6761
EDRS Price MF-$0.50 HC-$3.20 78P.

Descriptors- *Disadvantaged Youth, *Early Childhood Education, *Experimental Curriculum, *Grade 1, *Stimulus Generation, *Team Teaching, College School Cooperation, Institutes (Training Programs), Language Development, Mathematics, Medical Services, Motivation, Reading, Science, Self Care Skills, University of Georgia Center for Educational Stimulation, Video Tape Recordings.

An experimental curriculum will be designed for first-grade children in an inner-city area. Extensive cooperation will be maintained with the University of Georgia Center for Educational Stimulation. The prototype program will involve 100 students, at least 50 of whom will come from disadvantaged homes. Five model classes will be established, and for each class a teaching team will be formed, composed of one teacher, one teacher aide, and one volunteer. Enriched learning experiences will be designed in the areas of language development, reading, social science, medical-nutritional services, motivational training, mathematics, science, fine arts, and self-care skills. Participating teachers will attend a summer institute at the University of Georgia Center to study--(1) motivation schedules and techniques, (2) behavior analysis techniques, and (3) model program materials. Videotapes will be exchanged by mail with the university staff as a continuing inservice facet of the program. Local dentists and medical doctors will examine the children and will provide corrective services. A social worker will be engaged to visit the homes of disadvantaged students and to counsel parents about the overall program. Approximately 600 first-grade students will be served initially. For further information, contact W. L. Rigby, Superintendent, Box 220, Gulfport, Mississippi 39501. (601) 863-1411. (DC)

52. ES 002 477 Operational
Child Developmental Center.
Mo., Dexter, School District 11
Project Number DPSC-68-5810
EDRS Price MF-$0.75 HC-$5.56 137P.

Descriptors- *Computer Oriented Programs, *Curriculum Research, *Grades 1-6, *Grades 7-12, *Guidance, *Reading, *Supplementary Educational Centers, Data Processing, Educational Research, Information Dissemination, Mobile Educational Services, Psychological Services, Reading Clinics, Rural Education.

A child development center will be established to serve 58 rural school districts. Emphasis will be placed upon providing a complex of professional services in the areas of (1) guidance, (2) reading, (3) computer services, and (4) curriculum development. Each participating school district will appoint a 3-member liaison team to work with center staff. A guidance clinic will be instituted to offer general consultative service to participating districts and to provide itinerant personnel who will offer psychological services in the schools. The reading program will include appraisals of school reading programs and corrective services at a central clinic. Three mobile units will be used as reading-clinic substations in outlying districts. The computer service center will offer technical services in the development of educational data. Information made available through data processing will be disseminated throughout the project area to promote maximum utilization. The curriculum development and research division will provide consultants to aid in the identification of research problems. The division will also function as a depository for local research reports. Approximately 17,000 students will be served initially. For further information, contact Mrs. Mary Jo Richmond, Box 289, Dexter, Missouri 63841. (314) 624-2622. (DC)

53. ES 002 522 Operational
Early Evaluation and Intervention.
N. C., Sanford, City Board of Education
Project Number DPSC-68-6566
EDRS Price MF-$0.25 HC-$1.88 45P.

Descriptors- *Academic Failure, *Control Groups, *Educational Research, *Grade 1, *Intervention, *Predictive Measurement, CMMT, Grade Prediction, Grade Repetition, Lee Clark Reading Readiness Test, Longitudinal Studies, Predictive Ability (Testing).

Research studies will be conducted to determine methods for predicting academic success among first-grade students. Screening procedures will be established, and children who are predicted to have school difficulty will be selected for placement in either an experimental, preprimary class or in a control group within a standard first-grade class. Teachers will not be informed of which children in the first-grade class are control-group children. At the end of the year, control children experiencing difficulty with first-grade work will be retained for a second year. Studies will be conducted to determine whether a preprimary year is more helpful to a child than a second year in the first grade. At the end of the second year, additional studies will be made to compare experimental-group students, just completing first grade, with control-group students, completing a second year in first grade. The 3-year research study will permit the assessment of predictor devices, such as the CMMT, Lee Clark Reading Readiness Test, and the Bean Bucket Game. Approximately 375 primary students will be served initially. For further information, contact Kenneth H. Brinson, 309 West Main St., Sanford, North Carolina 27330. (919) 775-3427. (DC)

54. ES 002 528 Operational
M-PACT (Macro Professional Activities and Competencies by Training).
S. C., Chester, County School District
Project Number DPSC-68-5798
EDRS Price MF-$0.50 HC-$2.88 70P.

Descriptors- *Grades 1-6, *Grades 7-12, *Internship Programs, *Psychological Services, *Reading Clinics, *Reading Instruction, *School Psychologists, Inservice Teacher Education, Reading Diagnosis, Reading Materials.

Internships will be provided to train area personnel as school psychologists and reading specialists. A senior school psychologist and a school psychologist will be employed to develop the psychological services program. Ten interns with a minimum of a master's degree will be identified and temporarily certified as school psychologists. Interns will be required to continue academic work during the summer so that they may be permanently certified. A reading consultant and two clinicians will be employed to provide training in the area of reading instruction. A regional reading diagnostic center will be established for students with severe learning problems. The center will be used as a laboratory for training teachers and for testing new instructional materials and methods. In addition to diagnosis, the reading center staff will provide assistance to classroom teachers, counselors, administrators, and parents, responding to their individual requests for demonstrations, followup, guidance, information, and materials. Inservice training will be provided to teachers in the areas of instructional programs, utilization of materials, and classroom organization, atmosphere, and management. Approximately 1,982 students, grades 1-12, will be served initially. For further information, contact Stuart R. Brown, Box 520, Lancaster, South Carolina 29720. (803) 285-2001. (DC)

55. ES 002 529 Operational
Field Testing in Region V.
S. C., Chester, County School District
Project Number DPSC-68-5828
EDRS Price MF-$0.50 HC-$4.00 98P.

Descriptors- *Art Education, *Elementary School Science, *English Curriculum, *Grades 1-6, *Grades 7-12, *Mathematics Curriculum, *Vocational Counseling, Instructor Coordinators, Reading Improvement, Science Laboratories, Slow Learners.

Nonconventional curricular techniques will be field tested in five curricular areas throughout schools in a rural area. The five prototype programs will cover--(1) elementary science, utilizing a laboratory approach, (2) secondary English for the slow learner, (3) secondary mathematics for the slow learner, (4) elementary school art, and (5) vocational guidance. Each of the five school districts housing the field-testing activities will select a qualified teacher-coordinator in the specific activity to be tested, and a teacher-coordinator will be employed to supervise the science, English, mathematics and art programs. For the science program, the target district will equip laboratories in all elementary schools to serve students in grades 4-6. English classes will be oriented toward vocabulary building and comprehension, and audiovisual aids will be used to strengthen reading skills. The mathematics course will feature a laboratory approach, and learning through concrete experiences will be stressed. The elementary art program will include art reproductions and art slides representing major artists. Additionally, children's art work will be displayed throughout the building. The vocational guidance program will be developed in three sections--(1) counselor work experience program, (2) student exploratory activity program, and (3) vocational course program. Approximately 6,578 students, grades 1-12, will be served. For further information, contact Stuart R. Brown, Box 520, Lancaster, South Carolina 29720. (803) 285-2001. (DC)

56. ES 002 530 Operational
Indepth Attack on Linguistic Deficiencies.
S. C., Florence, School District 1
Project Number DPSC-68-5857
EDRS Price MF-$0.50 HC-$3.92 96P.

Descriptors- *Grades 1-6, *Grades 7-12, *Learning Disabilities, *Mentally Handicapped, *Reading Clinics, *Reading Improvement, *Regional Cooperation, Closed Circuit Television, Grouping (Instructional Purposes), Inservice Teacher Education, Programed Materials, Remedial Reading, Video Tape Recordings.

Diagnostic and remedial services will be instituted for rural students with learning difficulties. A four-pronged program will be planned--(1) reading laboratories for retarded readers, (2) inservice education, (3) a new curriculum for mentally retarded students, and (4) shared services among five small districts. Three reading laboratories--one each at the elementary, junior high and senior high levels--will be established. Three reading teachers and a psychometrist will administer individual diagnostic tests to retarded readers, and computerized information, diagnostic test scores, and classroom observations will be used to select students for laboratory membership. Within the laboratory, students will be grouped homogeneously, according to type of disability. Three groups will be formed--(1) students with complex disabilities, (2) students with limiting disabilities, and (3) students with specific skills disabilities. Special reading classes will also be formed for gifted readers. Live observation facilities will be provided via closed circuit television. Specialists will be engaged to direct the inservice training sessions covering reading instruction, communication skills improvement, special education, and supervisory techniques. A demonstration special-education packet will be developed, containing programed audiovisual materials covering spelling, phonetics perception, and science. Video tapes will be used to teach very young mentally retarded students. Approximately 156,976 students, grades k-12, will be served. For further information, contact John W. Baucum, 142-B South Dargan St., Florence, South Carolina 29501. (803) 669-3391. (DC)

57. ES 002 533 Operational
Inservice Education for Reading and Mathematics.
S. C., McCormick, County School District
Project Number DPSC-68-6412
EDRS Price MF-$0.25 HC-$2.36 57P.

Descriptors- *Grades 1-6, *Inservice Teacher Education, *Kindergarten, *Mathematics, *Reading, *Teacher Workshops, Teaching Techniques, Video Tape Recordings.

Inservice teacher training, focused on elementary school reading and mathematics, will be instituted in an urban/rural area. Emphasis will be placed upon training teachers in a face-to-face setting with colleagues with similar problems. A reading specialist, a mathematics specialist, and a specialist in child psychology will be engaged and will supervise the summer-workshop program. Separate summer workshops will be conducted in the areas of mathematics, reading, and kindergarten. Teachers participating in the workshops will be videotaped as they implement new procedures and techniques learned during the summer sessions. During the ensuing year, the videotapes will be discussed and critiqued by consultants and by teachers not participating in the workshops. Five prototype kindergartens will be established to fieldtest concepts developed during the workshops. Class A, a 6-hour class, will serve deprived children, and emphasis will be placed on determining the effects of using a wide variety of equipment and materials. Class B, a 6-hour class, will serve deprived children, and studies will be made to determine the effects of different types of scheduling of activities. Class C, a 4-hour class, will serve a mixture of deprived and affluent children. Class D will be a 3-hour class for affluent children. Class E, a 6-hour class, will serve a mixture of deprived and affluent children, and emphasis will be placed on determining the effects of extensive use of audiovisuals in environmental readiness in mathematics and reading. Approximately 31,424 students will be served. For further information, contact F. P. Thompson, 132 West Cambridge Ave., Greenwood, South Carolina 29646. (803) 229-5881. (DC)

58. ES 002 534 Operational
Reading Clinic for Williamsburg County.
S. C., Darlington, County Schools, Area 1
Project Number DPSC-68-6736
EDRS Price MF-$0.25 HC-$1.68 40P.

Descriptors- *Disadvantaged Youth, *High Interest Low Vocabulary Books, *Reading Clinics, *Reading Diagnosis, *Reading Improvement, Closed Circuit Television, Inservice Teacher Education, Institutes (Training Programs), Regional Laboratories.

A reading clinic will be established in a rural area with a high percentage of disadvantaged students who are poor readers. A summer institute will be established for elementary teachers whose duties emphasize the teaching of reading. The summer program will cover--(1) understanding the disadvantaged child, and (2) studying research in the area of reading instruction. During the ensuing year, students from one elementary school will form the target population. Each student's specific reading disabilities will be diagnosed by a number of testing devices. Once a student's weaknesses are found, the strategy for equipping him with the needed skills will be initiated. Low vocabulary, high interest materials will be stocked for older students. During the summer months the clinic will be opened to students from other schools in the county. The clinic will also serve as an extension of the summer institute. Three teaching stations will be located in the reading clinic, and each station will be equipped with a television camera and microphones for transmitting both image and sound to a monitor in a remote-observation cubicle. Clinical training will eventually lead to the designation of one teacher in each of the county's schools as a reading specialist. Dissemination activities will be conducted in conjunction with the regional laboratory. Approximately 1,332 students will be served initially. For further information, contact Thurmond D. Hollar, P. O. Box 336, Kingstree, South Carolina 29556. (803) 354-7252. (DC)

59. ES 002 540 Operational
Community Learning Laboratory.
Tenn., Memphis, City Schools
Project Number DPSC-68-6741
EDRS Price MF-$1.25 HC-$10.84 269P.

Descriptors- *Adult Education, *Grades 1-6, *Grades 7-12, *Neighborhood Centers, *Reading Instruction, *School Community Cooperation, *Sociopsychological Services, Independent Study, Language Arts, Mathematics, Physical Education, Preschool Education, Science, Social Studies, Tutoring.

A community learning laboratory will be established to serve students and adults in an inner-city area. Emphasis will be placed upon improving school-community relationships by offering increased cultural, educational, and recreational opportunities to all citizens within the project area. The project will be housed in a centrally located building formerly used as a junior college. A language arts subcenter will be instituted, and students referred to the subcenter will be offered opportunities to work in small groups, to engage in independent study, and to be instructed by specialists in reading and/or language arts education. Diagnosis will be an integral part of the total program. Similar subcenters will be set up to cover social studies and science and mathematics instruction. A resource and independent study center will be established and will include appropriate audiovisual equipment, library and reference materials, and study-carrel areas. Adult basic education classes will be expanded, and general-education-development preparation classes will be set up. Preschool classes will be introduced for 4- and 5-year-old children. A structured physical education program will be developed for elementary children. A guidance, counseling, and psychological services office will be established. Tutoring will be provided to secondary students. Social services will be expanded, and individual case files will be established and updated. A community information office will also be included. A health room, staffed by a full-time nurse, will be maintained during the school day. Approximately 40,181 students, grades k-12, and adults will be served. For further information, contact Maurice Roach, 2597 Avery Ave., Memphis, Tennessee 38112.(901) 324-2091. (DC)

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